Information about the subject

Degree: Bachelor of Science Degree in Speech and Language Therapy

Faculty: Faculty of Psychology

Code: 1170301 **Name:** Alternative Communication

Credits: 6,00 **ECTS Year:** 3 **Semester:** 2

Module: Impairments, disorders and speech and language intervention

Subject Matter: Alternative Communication **Type:** Compulsory

Field of knowledge: Speech and Language Therapy

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

Impairments, disorders and speech and language intervention

Subject Matter	ECTS	Subject	ECTS	Year/semester
Language pathology	18,00	Language Pathologies I	6,00	1/1
		Language Pathologies II	6,00	1/2
		Learning difficulties	6,00	2/2
Deficit in the basic tools for the reception and production of languange	24,00	Speech and language intervention in diglossias and dysarthrias	6,00	3/1
		Speech and language intervention in hearing deficiencies	6,00	3/2
		Speech and language intervention in voice disorders	6,00	3/1
		Speech and language therapy in speech disorders and nonverbal oral functions	6,00	3/1
Neuro-psycho-linguistic disorders	18,00	Speech and language intervention in aphasia and related disorders	6,00	3/2
		Speech and language intervention in autism spectrum disorders and in mental deficiency	6,00	3/2

Neuro-psycho-linguistic disorders		Speech and language intervention in specific disorders of language development	6,00	2/2
Fluency Disorders	6,00	Speech and language intervention in dysphemia and other disorders with psychosocial implications	6,00	3/1
Alternative Communication	6,00	Alternative Communication	6,00	3/2

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

R1	To know, explain and know how to select the most appropriate alternative communication system according to the needs and communication possibilities of the user.
R2	To know and be initiated in the handling of the technical aids (AATT) most used in alternative communication (CA).
R3	To know and use communication systems with and without help.
R4	To design and produce dynamic communication dashboards emulated with free distribution software.
R5	To know and know how to apply the teaching and learning techniques of alternative communication systems.

Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

SPECIFIC		Weighting			
		1	2	3	4
CE8	To evaluate language alterations in specific language developmental disorders: specific developmental language disorders, specific language disorders, language delays, phonetic and phonological disorders; communication and language disorders associated with auditory and visual deficits, attention deficit, mental impairment, pervasive developmental disorder, autism spectrum disorders, infantile cerebral palsy and multiple impairments; specific written language disorders; dyscalculias; alterations in language development due to social deprivation and those associated with multicultural and multilingual contexts; disorders of speech fluency; aphasia and associated disorders; dysarthria; dysphonia; dysglosia; alterations of language in ageing and degenerative disorders; alterations of language and communication in mental illnesses; mutism and language inhibitions; alterations of non-verbal oral functions: atypical swallowing, dysphagia and tubal alterations.				x
CE10	To carry out an evaluation after the intervention.			x	
CE13	Knowing the general principles of speech therapy intervention			x	
CE14	Understand the functions of speech therapy intervention: prevention, education, retraining, rehabilitation and treatment		x		
CE15	Know and apply models and intervention techniques				x
CE19	Understand and implement Augmentative Communication Systems				x
CE20	Understand and implement technical aids to communication			x	
CE22	Know how to design, develop and evaluate the performance of speech therapy				x
CE27	Perform strategic planning for speech therapy intervention		x		

CE32	Using information technology and communication			x	
CE38	To design and carry out speech therapy treatments, both individual and collective, establishing objectives and stages, with the most effective and appropriate methods, techniques and resources, and taking into account the different evolutionary stages of the human being.		x		
CE39	Select, implement and facilitate the learning of augmentative communication systems and the design and use of prostheses and the technical aids necessary adapted to the physical, psychological and social needs of patients				x
CE40	Advise families and the social context of patients, encouraging their participation and collaboration in speech therapy treatment		x		
CE43	Knowing the limits of competencies and knowing when interdisciplinary treatment is necessary			x	
CE44	Explain and support the selected treatment				x
CE54	Manage communication technologies and information			x	

TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Use the techniques of verbal and nonverbal communication in order to optimize relevant communicative situations			x	
CT2	Critically evaluate own job performance and that of other professionals to improve results		x		
CT3	Have the flexibility to work within teams integrated by other professionals belonging to the same field			x	
CT5	Recognize, analyze and obtain solutions to ethical problems in professional practice situations				x
CT6	Adapt to new situations arising in their profession			x	
CT7	Having an open and flexible attitude to lifelong learning			x	
CT8	Know and use of technical advances in the exercise of their profession				x

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R5	50,00%	Written exam
R3, R4	40,00%	Practical work assignments assessment
R1, R2, R3, R4, R5	10,00%	Attendance and participation of in-person formative activities

Observations

To pass the course, the student must necessarily obtain at least 5 points (out of 10) in the final test type test and 5 points (out of 10) in the rest of the assessment instruments. In other words, without exceeding these thresholds, the marks obtained through the other assessment instruments will not count towards the final assessment of the course. Likewise, these results will be saved only between calls for the same academic year, but never between courses, in accordance with UCV regulations.
MENTION OF DISTINCTION:The mention of Distinction will be awarded to students who have achieved a score equal to or greater than 9.5. The number of Distinctions granted will not exceed 5% of students enrolled in a subject in the corresponding academic year unless enrollment is under 20, in which case only one Distinction may be granted. (Royal Decree 1125/2003).

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1 On-Campus Class

M2 Practical Class

M3 Seminar

M4	Laboratory
M5	Individual Work
M6	Group Work
M7	Work Exhibition
M8	Clinical Case Analysis
M9	Prácticas en clínicas y centros

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS. Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge M1	R1, R2, R3, R4, R5	24,00	0,96
PRACTICAL CLASSES. Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity M1, M2	R2, R4	12,00	0,48
GROUP WORK EXHIBITION. Application of multidisciplinary knowledge M7	R1, R2, R3	6,00	0,24
SEMINAR. Supervised monographic sessions with shared participation M3	R2, R3, R5	6,00	0,24
OFFICE ASSISTANCE. Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M1	R1, R2, R3, R4	9,00	0,36
ASSESSMENT. Set of oral and/or written tests used in initial, formative or additive assessment of the student M1	R1, R2, R3, R4, R5	3,00	0,12
TOTAL		**60,00**	**2,40**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK. Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M2, M3, M6, M8	R1, R2, R3, R5	36,00	1,44
INDEPENDENT WORK. Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M5	R3, R4, R5	54,00	2,16
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Introduction to Augmentative and Alternative Communication Systems (AAC)	Classes of signs. Definition and basic concepts. SAAC classification. Users or possible users of SAAC: first approach. Implementation of SAACs: socio-historical perspective. Advantages and disadvantages of using SAAC
Unaided AACS	Introduction, definition and classification. The sign language of non-listeners: the LSE. Pedagogical sign systems.
Aided AACS	Introduction, definition and classifications. Systems based on highly representative elements, in line drawings, systems that combine pictographic, ideographic and linear symbols, based on traditional spelling, coded word systems
TTAA for AAC	Concept, characteristics, classification, institution and intervention team
Assessment and Decisions	Phases and instruments
Teaching and learning strategies	Initial strategies. Vocabulary expansion and generalization

Temporary organization of learning:

Block of content	Number of sessions	Hours
Introduction to Augmentative and Alternative Communication Systems (AAC)	4,00	8,00
Unaided AACS	7,00	14,00
Aided AACS	7,00	14,00
TTAA for AAC	6,00	12,00
Assessment and Decisions	3,00	6,00
Teaching and learning strategies	3,00	6,00

References

Mandatory references

WARRICK, A. (1993): Comunicación sin habla: comunicación aumentativa y alternativa alrededor del mundo. Madrid-Logroño: CEAPAT-ISAAC España. Disponible en: http://www.ceapat.es/InterPresent1/groups/imserso/documents/binario/ceapatisaacserie1.pdf

MONFORT M., JUÁREZ, A. y MONFORT JUÁREZ, I. (2007): La comunicación bimodal: del signo a la palabra. Madrid: Entha.

Basic references

BEUKELMAN , D. y MIRENDA, P. (2012): Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs. Baltimore: Brookes Publishing.

BASIL ALMIRALL, C.; SORO-CAMATS, E. y ROSELL BULTÓ, C. (1998): Sistemas de Signos y Ayudas Técnicas para la Comunicación Aumentativa y la Escritura. Principios teóricos y aplicaciones. Barcelona: Masson.

SOTILLO, MARIA (coord.) (1993): Sistemas Alternativos de comunicación. Madrid: Editorial Trotta.

TETZCHNER, STEPHEN VON y MARTINSEN, HARALD (1993): Introducción a la enseñanza de signos y al uso de ayudas técnicas para la comunicación. Madrid: Visor ("Aprendizaje, 88)

TORRES MONREAL, S. (coord.) (1995): Sistemas Alternativos de Comunicación. Manual de Comunicación aumentativa y alternativa: sistemas y estrategias. Málaga: Aljibe.

Complementary references

ALCANTUD, F. y SOTO, F.J. (coord.) Tecnologías de ayuda en personas con trastornos de comunicación. Valencia: Nau llibres.(Serie: Intervención y Sistemas Aumentativos de Comunicación).

BASIL ALMIRALL, C. y PUIG DE LA BELLACASA, R. (1988): Comunicación aumentativa: curso sobre sistemas y ayudas técnicas de comunicación no vocal. Madrid: INSERSO

CANDELAS, A. y LOBATO, M. (1997): Guía de accesibilidad al ordenador. Madrid: CEAPAT-INSERSO.

CECILIA TEJEDOR, A. (2000): Leer en los labios. Manual práctico para el entrenamiento de la comprensión labiolectora. Madrid: CEPE

MARCHESI, A. (2203): El desarrollo cognitivo y lingüístico de los niños sordos. Madrid: Alianza Editorial.

MONFORT, M.; ROJO, A. y JUÁREZ, A. (1982): Programa elemental de comunicación bimodal. Madrid: CEPE

RODRÍGUEZ, M.A. (1992): El lenguaje de signos español. Madrid: INSERSO-CFNSE.

SUÁREZ PIÑERO, M. y GÓMEZ TAIBO, Mª.L. (2002): Comunicación aumentativa y alternativa: los sistemas alternativos de comunicación. Fundación Verbum para el Lenguaje y la Comunicación.

TORRES, S. y RUÍZ, Mª J. (1996): La Palabra Complementada: introducción a la intervención

cognitiva en logopedia. Madrid: CEPE
TORRES MONREAL, S. (comp.) (1997): Discapacidad y Sistemas de Comunicación. Madrid: Real Patronato de Prevención y Atención a la Minusvalía.

Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

[X] Microsoft Teams

[X] Kaltura

Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

X	Microsoft Teams
X	Kaltura

Explanation about the practical sessions:

2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

[X] The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

[ ] The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: